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ABSTRACT

Designed as a teacher and therapist training tool, this booklet demonstrates how to make several types or kinds of puppets, and how to use them in a variety of classroom situations. The first section includes instructions for the following hand puppets: simple cloth, paper mache, knitted finger, paper bag, and Muppet types. The second section describes how to make simple rod puppets, rod puppets with hand controls, stocking heads for rod puppets, and rod props. Instructions for opaque and translucent shadow puppets are provided in the third section, followed by instructions for simple string puppets in the fourth section. Procedures for making special puppets are provided in the fifth section. The booklet concludes with lessons for the following puppet skits: The Fox and the Crow; The Fox; Bobo; Daisy Duck; Laterality; Leonard, the Lonely Litter Lover; The Extinction of the Earth; and Dr. Health. (HOD)

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PUPPET RESOURCE HANDBOOK for teachers

By Dr. Robert Vogelsang

Portland State University
Drawings by Lenora Warren
1982

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INTRODUCTION

Have you ever wished for a teaching tool that would really capture and hold the interest of your students? A tool that could be used in a variety of ways, was inexpensive and easy to make? If so, a puppet is your answer.

Research tells us that words alone have little meaning for a young child; however, when a visual illustration is used in addition to words, then a child's learning increases tremendously. It increases even further when students are directly involved in a participatory experience; experimenting, creating and expressing their ideas.

The art of puppetry began hundreds of years ago, but only recently has it made a noticeable impact in the United States. Today puppetry is effectively used in all areas of education, speech and language development, counseling, mental health, therapy, drama, music, entertainment and advertising.

Puppetry helps teachers make their presentations more interesting, thereby enhancing the learning climate. Puppetry helps students develop self-confidence, a positive self-image, social relationships, physical skills and imagination.

Shy students will often participate in puppetry because the focus is on the puppet rather than on self. Speaking through a puppet, students will often express feelings which they would not express or would feel reluctant expressing without this medium.

Constructing and manipulating puppets provides experiences through which students can realize the joy of creating.

Are you convinced of their value?

"Maybe," you say, "but I can't make puppets. I don't even know where to begin, and as for figuring out how to use them in my classroom, that's another big problem."

"Not so!" That is why we have developed this booklet. Specifically this booklet is designed as a teacher and therapist training tool to demonstrate how to make several types or kinds of puppets, and how to use them in a variety of educational

experiences in their classroom.

On the following pages you will find ideas for many kinds of puppets that students have accomplished in the puppet classes. When they began, they were beginners also.

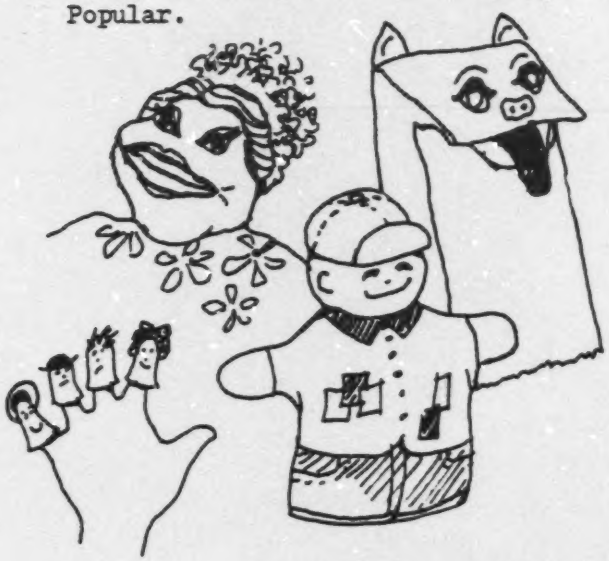
Good luck to you!

Robert Vogelsang
Portland State University Puppeteers
and my students!

KINDS OF PUPPETS

Hand

Characteristics:
Good for intimacy and fast action.
Young children can make and manipulate.
Popular.



Rod

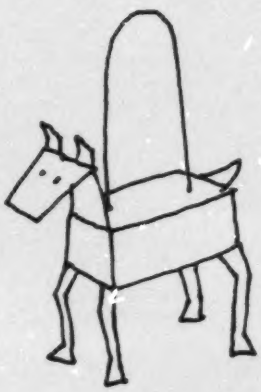
Characteristics:
Easy to hold and move.
Hand controls can be added for more challenge.
Broad scope for creative design.

Shadow

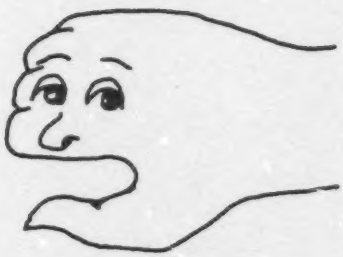
Characteristics:
Quick and very easy to construct.
Good for showing design, color and texture.
Adapts well to narrated stories.
Overhead shadow theatre possibility.

Marionette

Characteristics:
Offers opportunities for resourcefulness, inventiveness.
Nice for subtle movements.
Provides challenges.
Difficult for most school projects.



SIMPLE HAND PUPPETS

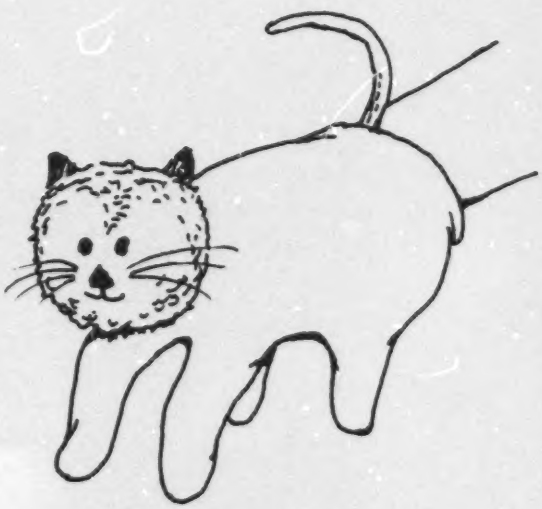


Bare hand
mouth puppets

Walking finger
puppets

Glove puppets

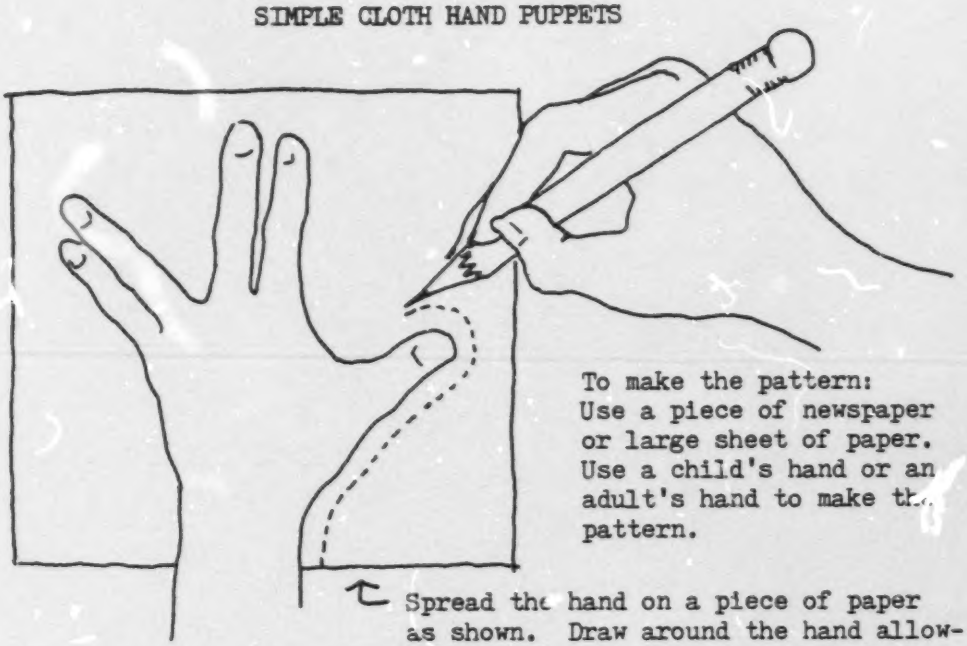
Cut off second and fourth fingers and use for finger puppets. Sew up holes.



Four-legged animal

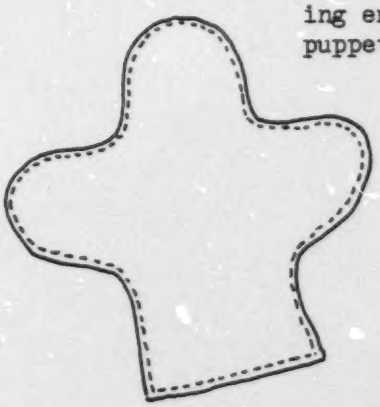
Keep all glove fingers attached. Fold under fingers. Use pom-pom head and pipe cleaner tail.

SIMPLE CLOTH HAND PUPPETS



To make the pattern:
Use a piece of newspaper or large sheet of paper. Use a child's hand or an adult's hand to make the pattern.

Spread the hand on a piece of paper as shown. Draw around the hand allowing enough room for the shape of the puppet's head and arms.

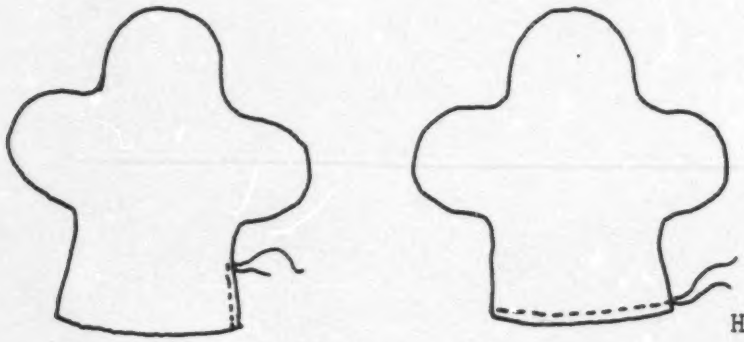


After the pattern has been drawn, cut it out, adding a ¼" margin for a seam.

Place the pattern on a folded piece of fabric.

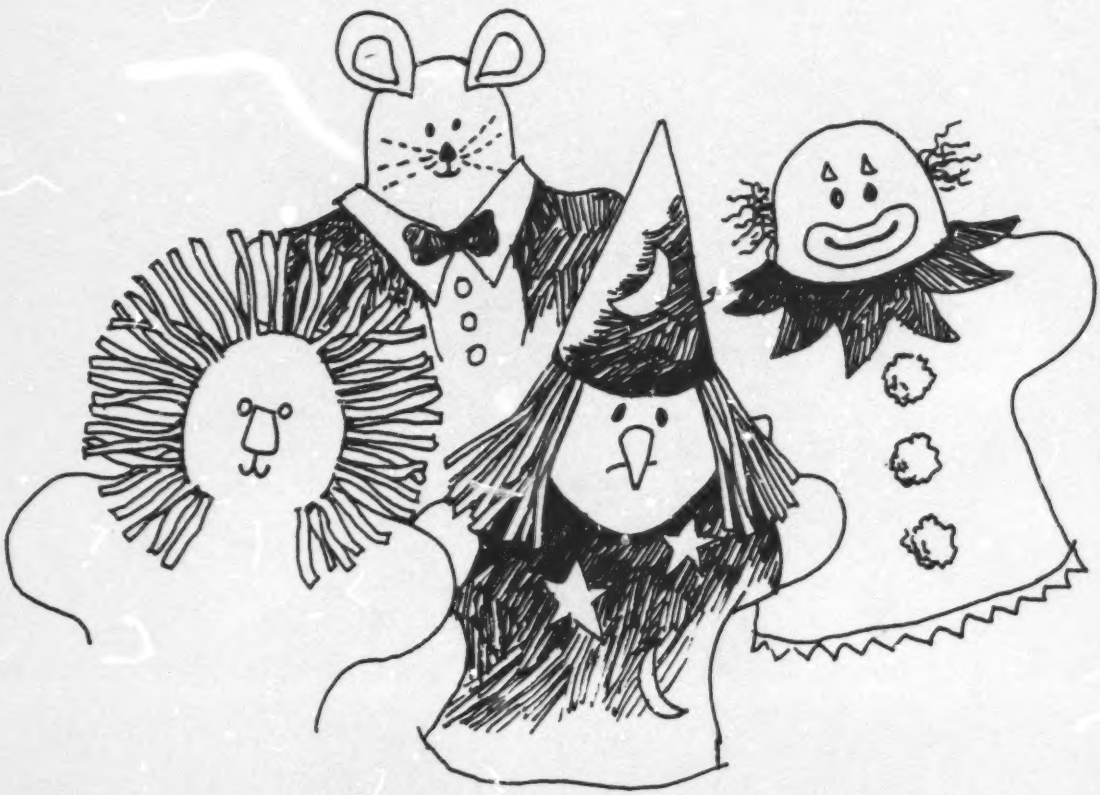
Cut it out.

Stitch the two pieces of fabric together. If the fabric ravels stitch on the wrong side, and then turn to the right side. If material doesn't ravel, then stitch on the right side.



Hem.

Decorate with facial features and clothes made from scraps of fabric, yarn, lace, ribbon, buttons, sequins, embroidery and the like.

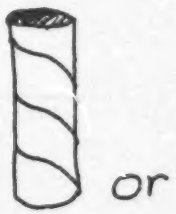


PAPER MACHE PUPPETS CHILDREN CAN MAKE

These puppets are actually made with torn paper strips. Paper mache is technically a shredded mash of paper young children may have a difficult time getting into shape. Torn paper strips are easier for children.

Materials:

Newspapers torn into strips, ½ to 1 inch wide
(Children will enjoy doing the tearing, but first check to see if the newspaper tears straight from side to side or up and down.)



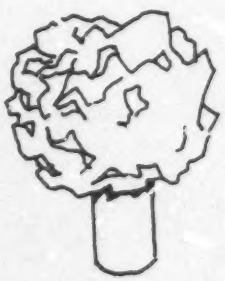
Heavy cardboard tubes
(Toilet paper tubes may come apart.)
If you cannot find enough tubes from products such as waxed paper, cellophane wrap, etc., you can roll your own tubes of cardboard. Use plenty of wallpaper paste. If you are going to have a cloth body it can actually be sewn onto the neck by rolling a strip of heavy cloth together with the cardboard. Let the cloth hang out at the lower edge and sew the cloth body to that.

Wallpaper paste, stirred slowly with a fork into water

Shallow bowls or aluminum pie tins for paste

Cookie sheets for drying

Making the puppet head:



Crush a wad of newspapers, untorn, about a page, into a loose ball. Dip hand in paste (very soupy) and cover end of tube. Shape crushed newspaper over this, shaping with pasty hand, to head shape. Animals can be shaped to oval or rectangle, bringing one side down to make snout with tube forming neck. Attach this head with more paste, running strips through paste and bringing them down on tube to hold. Be sure children are making strips cross

each other, not making them all run in the same direction. After several layers they are ready for drying. Here you have a choice:

If you are able to bake the heads, and you are able to spread the project over a few days, they can be baked in 200-250 degree oven before features are added. Baking time will vary. Check them every half hour.

If you are going to air dry (this takes longer in damp weather and product is not quite so strong), you will want to wait until features are added.

Chins, noses and ears are made from crunched up strips covered with paste and then covered with more strips. Watch to be sure children are getting enough paste on strips, but that they are also squeezing off the excess. Be sure names are attached when you dry them. They are hard to tell apart! If you are using an oven, bake again after the features are added.

Tempera paint washes easily out of clothes. It is satisfactory if you spray the painted faces with acrylic or have children dip them in acrylic wax. Make a pattern for clothes by drawing around the child's hand. Three middle fingers in head tube, little finger for right arm, is easiest for many young children. Corrugated cardboard, stapled to cloth costume, can make nice hands or paws.

Instructions
By
Andy Hatcher

KNITTED FINGER PUPPETS

Materials: ½ oz. knitting worsted; size 8 knitting needles; 1½" diameter styrofoam ball to stuff head.

To make:

Body:
Cast on 12 stitches.
Work in stockinette stitch (k 1 row, p 1 row) for 2½", ending on wrong side.

Head:
Row 1: *K 2 tog; repeat from * across row.

Row 2: Inc. 1 stitch in each stitch on row.

Row 3: *K 1, inc. in next stitch. Repeat from * across row.

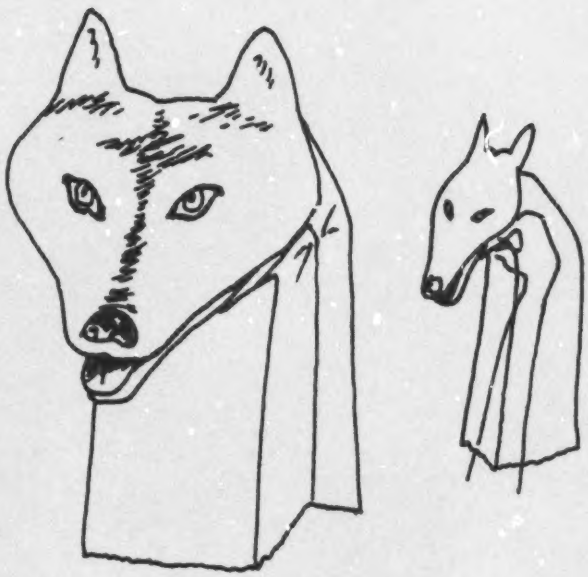
Row 4: Purl.

Row 5: *K 1, inc. in next stitch. Repeat from * across. Work 5 rows even.

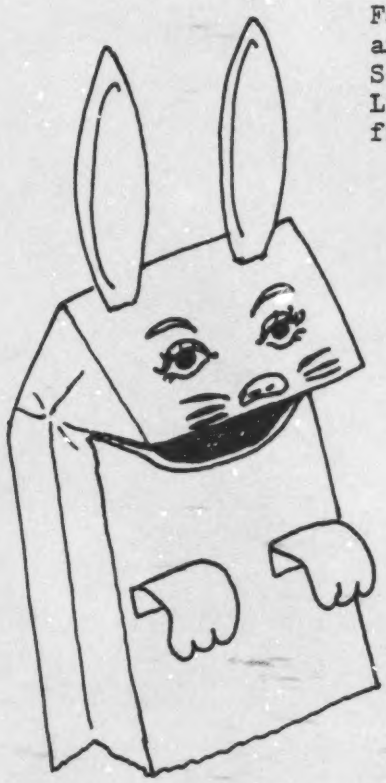
Next Row: *K 2 tog; repeat from * across. Break off yarn, leaving long end. Run end of yarn through remaining 6 stitches. Place ball in head. Draw up yarn; sew seam.

PAPER BAG PUPPETS

Bag fully open.
Wire glasses.
Paper features.
Yarn hair.



Face painted on drawing paper
and pasted on closed end of bag.
Separate flap for lower jaw.
Line inside with plastic where
fingers touch.



Paper cut-outs pasted on
closed end of bag for face.
Manipulate to reveal open
mouth pasted on side of bag.
Three-dimensional paper paws.
Line inside with plastic
where fingers touch.

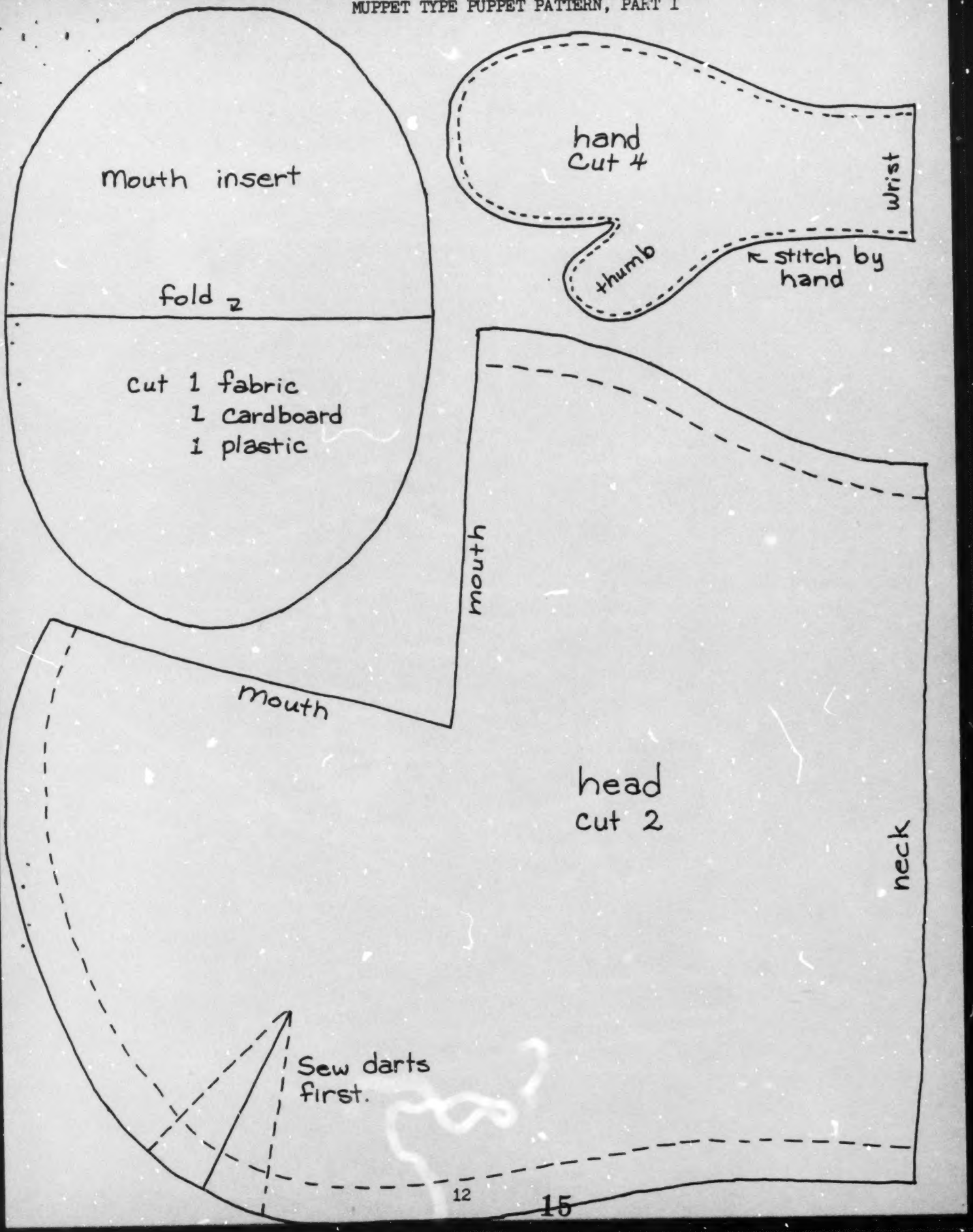
MUPPET TYPE PUPPETS

Materials:

Cloth fabric. Felt or stretchy velour does nicely.
Cardboard backing and plastic lining for mouth.
Accessories for eyes, hair, other features.
Stuffing for inside of head. Plastic sponge foam is suggested.

Procedure:

Cut pattern from following two pages as directed.
Sew dart in head first.
If yarn hair is used, sew yarn inside head seam.
Sew hands on with thumbs pointing upward.
Facial features may be embroidered or applied from a variety of materials.
After mouth is sewn in, cardboard backing is glued on, with lining of plastic glued to the cardboard for protection from moisture of hands.
Any of the body parts may be padded.
For animal ears, fashion ears of various shapes from fabric and sew.


Mouth insert
fold
Cut 1 fabric
1 cardboard
1 plastic
hand
Cut 4
wrist
thumb
stitch by hand
mouth
Mouth
head
cut 2
neck
Sew darts first.

Neck
Extend ½"
for neck

Arms and body may be lengthened.

clip

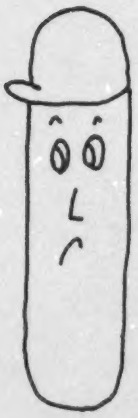
body
Cut 2

thumbs up

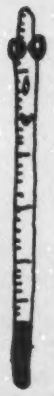
fold

16

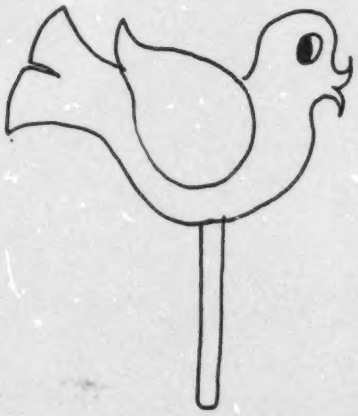
SIMPLE ROD PUPPETS



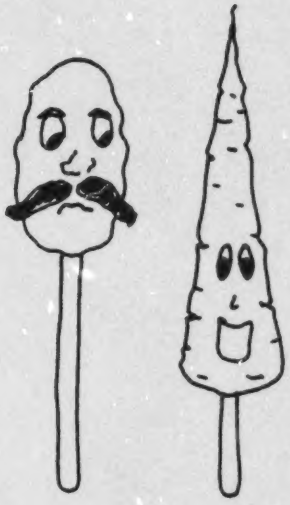
Tongue depresser



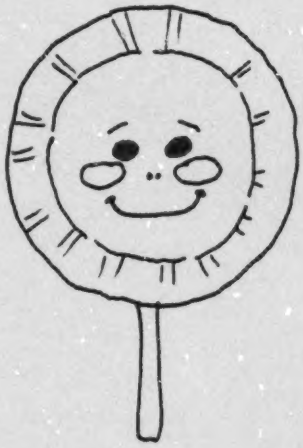
Thermometer



Paper cut-out



Food puppets: potato, carrot, cauliflower, onion, etc.



Paper plate

Wooden spoon

ROD PUPPET WITH HAND CONTROLS

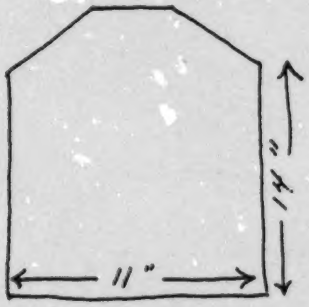
Materials:

One 3/8 inch dowel approximately 3-1/2 feet long
Cut into two pieces for arms approximately 12 to 14 inches and one piece for the body approximately 15 to 16 inches.

One styrofoam ball for head 3 to 4 inches in diameter

One sock, small, to fit over head

Two fabric pieces, approximately the size of the sketch at right:



Miscellaneous accessories for eyes, ears, mouth, hair, decoration, etc.

Procedure:

1. Insert end of dowel 1/2 to 2/3 into styrofoam ball. Punch hole in ball first with knife. Remove dowel and place "Elmer's" type glue in hole and on end of dowel. Re-insert and dry.

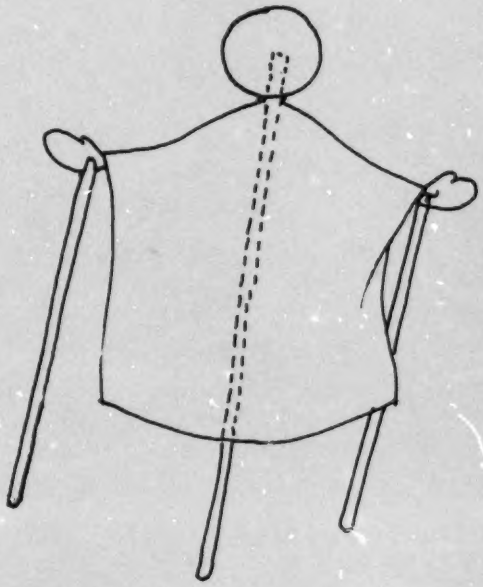
2. Stretch sock material over styrofoam ball, tighten and sew at neck with the same color thread. (For nylon stocking heads see instruction page entitled, STOCKING HEADS FOR ROD PUPPETS.)

3. Features can be punched by fingers in the ball for eyes, cheeks, mouth. Features can also be glued or sewn on exterior.

4. Dress puppet as desired with arms at the <u>outside</u> of fabric. Make seams of the body 3/8 to 1/2 inches wide. Body can be padded if desired.

5. Add hands 1 to 1-1/2 inches long to the shoulders. Color in keeping with the head.

6. Drill a small hole in the end of each arm dowel to attach thread. Sew to the wrists.



STOCKING HEADS FOR ROD PUPPETS

Materials:

Styrofoam ball

Nylon stocking

Polyester stuffing or cotton batting

Needles, thread, beads, scraps

Procedure:

Use a styrofoam ball on a rod for a base. Pull a tube of nylon stocking over the ball. You may use the toe end for a smooth head, or tie one end of the tube and sew on yarn hair later.

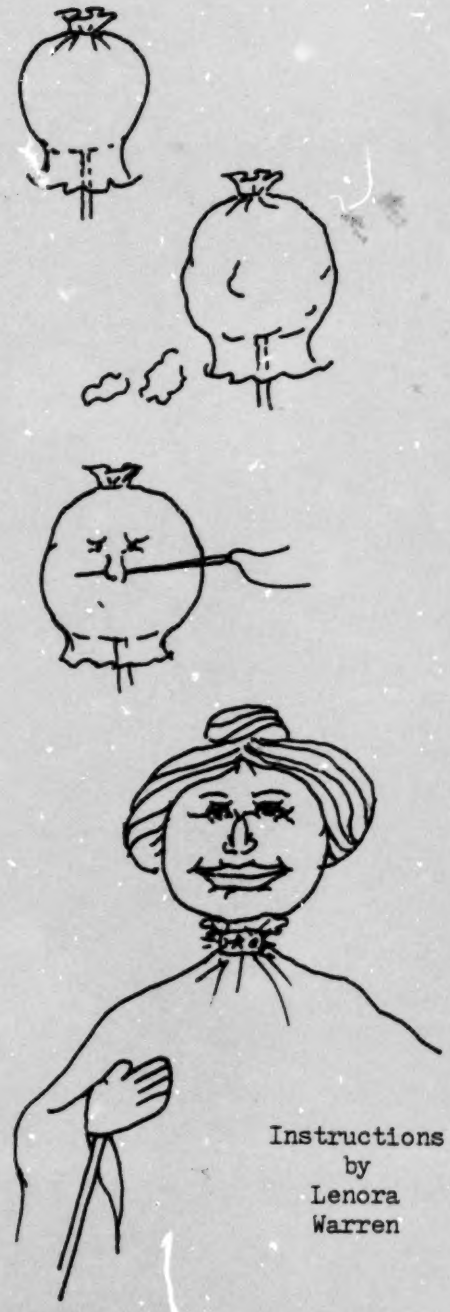
Stuff the stocking around the ball with batting or stuffing in the shape desired for the head. Add more where nose and chin protrude. Tie or stitch bottom of stocking tightly around base.

For facial features insert knotted thread into spot where one eye wil be, and pull out the thread where the other eye will be. Sew back and forth from one eye to the other to make eye indentations. Sew a bead in each eye or use your own ideas for eyes.

Making tiny stitches, use the sewing "back and forth" technique to make other features such as ears, nose and lips. Tucks can be taken above the eyes for eyelids.

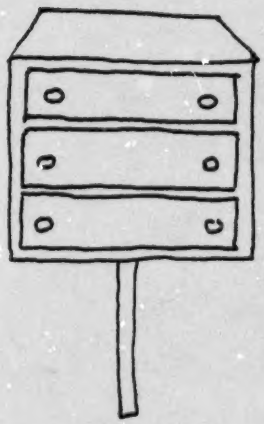
Clothes may then be attached by sewing on at the neck.

Stuffed stocking hands may be attached, mitten-style, or tucks may be made for fingers.

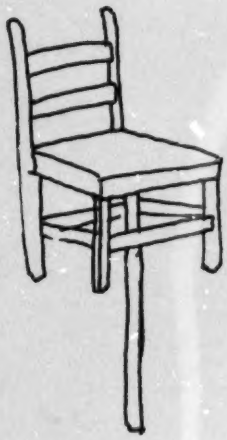


Instructions
by
Lenora
Warren

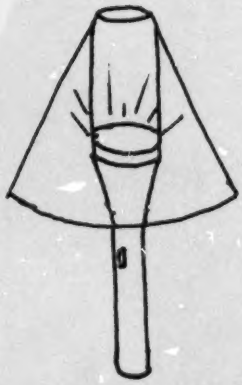
ROD PROPS



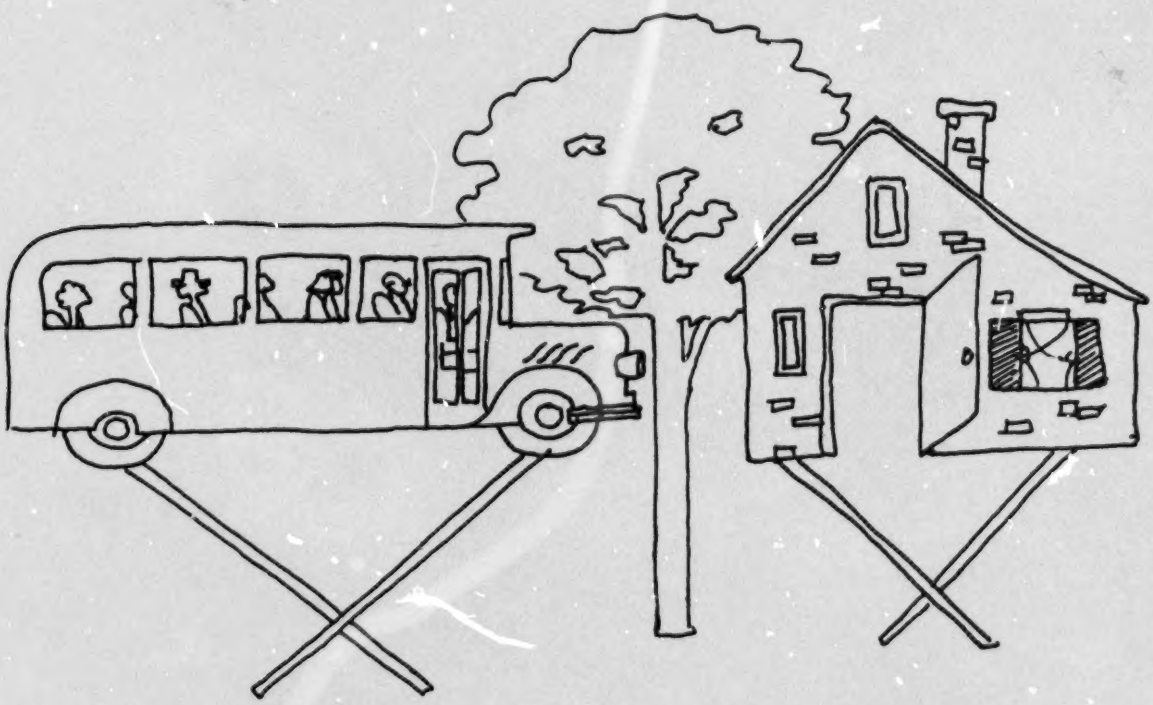
Covered box



Balsa wood



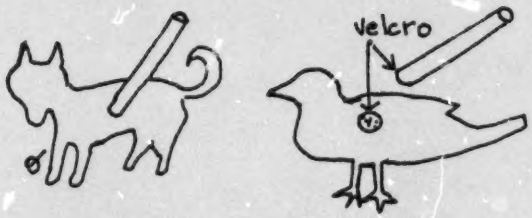
Flashlight inside rolled pieces of construction paper



Cardboard and colored poster board

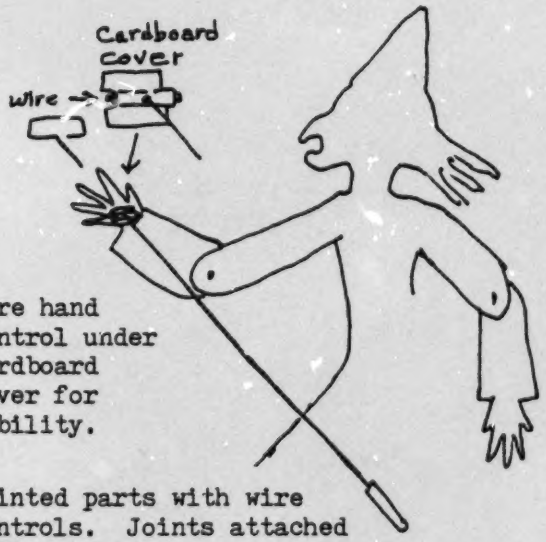
SHADOW PUPPETS

OPAQUE



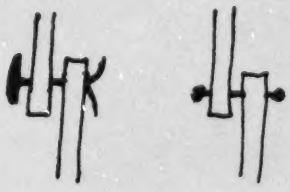
Cardboard attached to horizontal dowel with a pin or velcro. For control from behind.

Rod taped to body for control from below.



Wire hand control under cardboard cover for mobility.

Jointed parts with wire controls. Joints attached with paper fasteners or knotted thread.

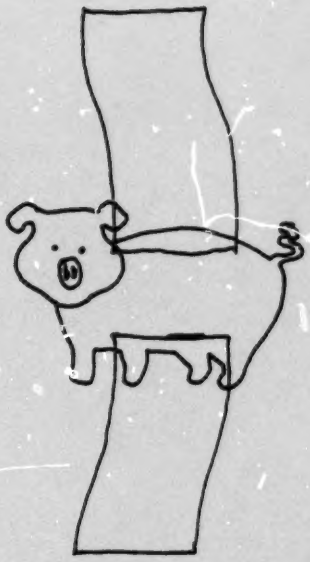


Opaque shadow puppets may be made from cardboard of any color. They must fit the screen for which they are to be used. Puppets for overhead projectors need to be relatively small.

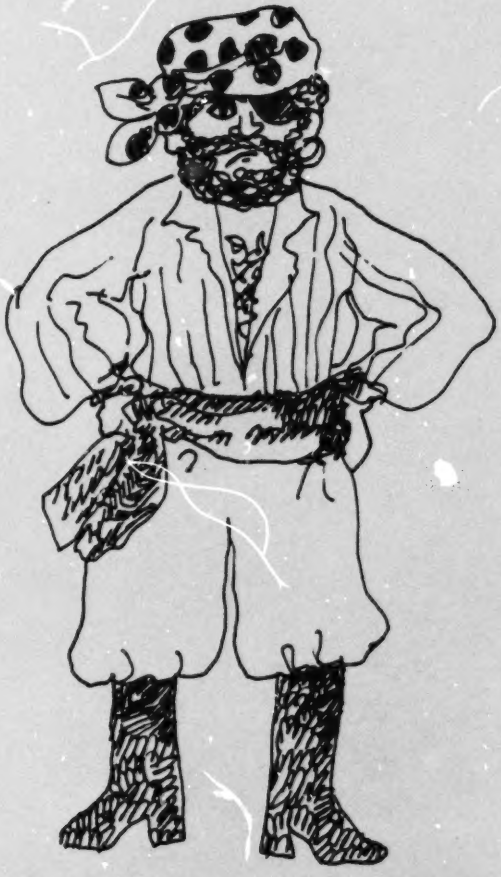
SHADOW PUPPETS

TRANSLUSCENT

Green cellophane or tissue paper taped to eye cut-outs in opaque cardboard puppets.



Puppet made of colored acetate for overhead projector. Clear acetate tabs glued with clear glue maneuver the puppet. Use overhead projector marking pen for drawing lines and features.

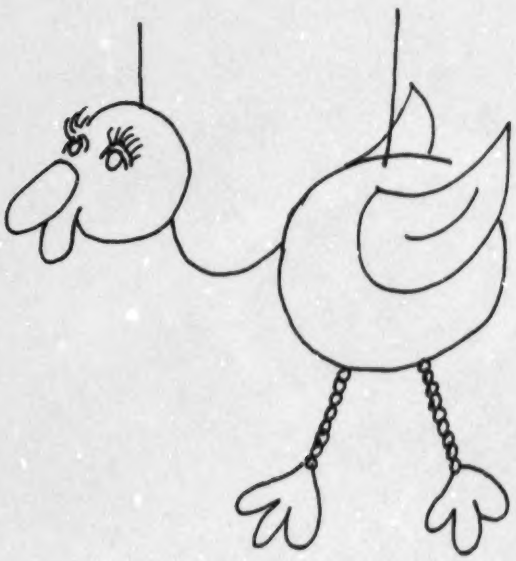


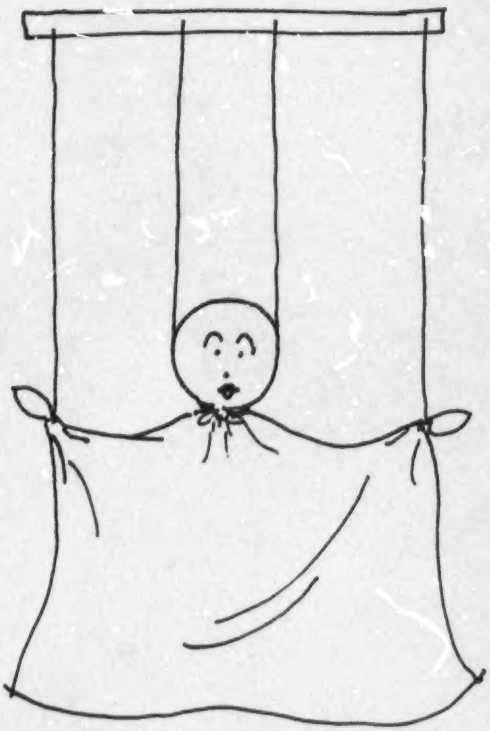
Oiled Cardboard Puppets

1. Use water-based felt pens on light cardboard.
2. Rub both sides lightly with cooking oil from a piece of paper toweling until the card becomes translucent. Cut it out.
3. If it is jointed, use nylon fishing line instead of thread and seal knots with clear glue.
4. Use horizontal rod for control.

SIMPLE STRING PUPPETS

Carton, wire legs.





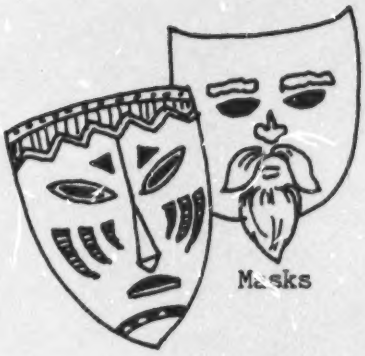
Scarf and ball. Cover a ball with a scarf and tie a string around the head base for neck Make felt features. Use a darning needle and thread to attach strings.

Daisy Duck (See lesson).

Materials:

12" cotton twine, 1 yd. ball fringe, plastic eyes, false eyelashes, 12" x 12" felt, 18 cotton balls, two 2" metal rings for foot weights, carpet thread, gesso, Elmer's Glue, 3 styrofoam balls (6" round, 4" round, and 4" egg).

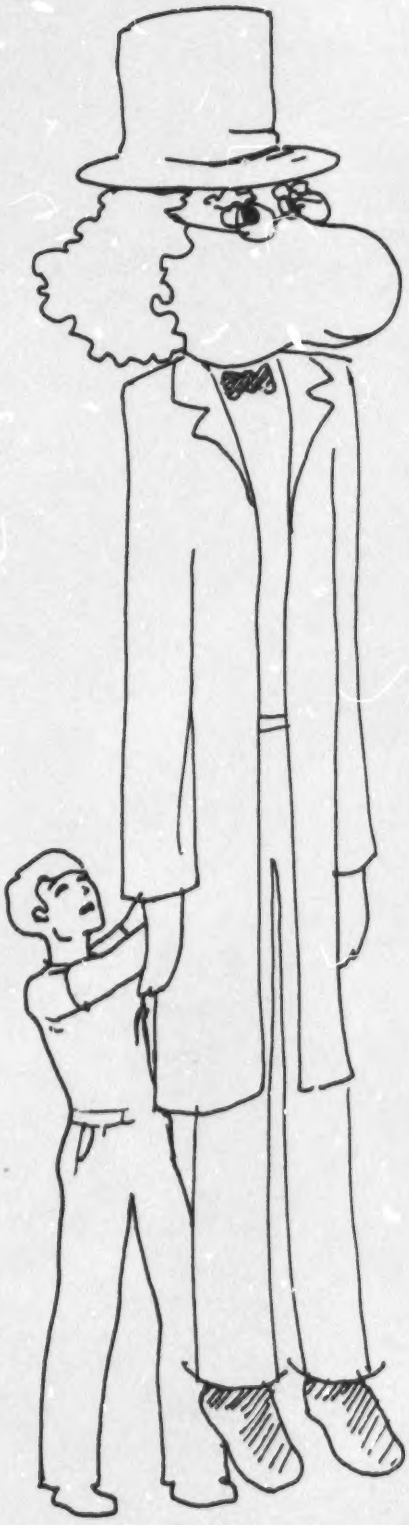
SPECIAL PUPPETS



Masks

Body Puppets

ALSO: Puppets operated by more than one puppeteer, as in the Japanese art of Bunraku.



Giant Puppets

THE FOX AND THE CROW

Lesson procedure:

1. Place tree and Aesop on overhead projector.
2. Turn on overhead.
3. Aesop will introduce himself and talk about fables.

Aesop: My name's Aesop. I lived a long, long time ago. I always told stories. We didn't have paper so I couldn't write them down, so I just kept telling them, and people kept repeating them. I called them fables because they always had a point. They were very short, short stories that usually had animals talking and they'd make some statement about a truth in nature. They always ended with somebody getting what he deserved. Sometimes it was good and sometimes it was bad, but it was always deserved. Just to make certain people don't ever miss the point, I always restate it at the end. I call that the moral. I'm going to tell you a couple of my favorites now.

One morning a crow got a hold of a piece of cheese.

(Aesop exits.)

(Place crow in tree with a piece of cheese.)

Crow: What luck!

Fox: (Enters, looks up.) How nice it would be to start my breakfast with a piece of cheese. Hmmm, I smell cheese... What do you know? That crow has some cheese. How can I get it? I can't climb the tree. Foxes don't climb trees. I must use my wits. Hmmm, what can I do?...I know! Good morning, Mrs. Crow. How well you are looking today! My dear, how lovely you are. Your eyes are so bright; your tail is so perky; your plumes shine like the morning sun. Tell me, beautiful creature, can you also sing? Don't be bashful. Just let me hear you. If your voice matches the rest of your charms, I'll say you are the finest bird in these woods.

(Fox and Crow continued)

Crow: CAW.....

Fox: Ha, Ha! I'll give you a piece of advice...don't let flattery make a fool of you. (Exits.)

Aesop: (Enters.) Do not trust flatterers.

(Turn off overhead.)

Discussion and questions

1. Flatter several students.
2. Ask one of the students whom you have just flattered to do something for you.
3. Did it work?
4. Discuss the results.
5. Do you think the fox would have achieved the same result by using force?
6. Why do you suppose flattery is such an effective means of influencing people?

THE FOX

Aesop: Let me tell you another one, again about a fox.

(Remove tree and crow from overhead, place fox and grapes on overhead. Turn light on. Action: Fox running, hears caw, caw of bird, Fox looks up, sees grapes.)

Fox: Grapes are just the thing for my thirst. They are a little high, but if I jump I should be able to reach them. (jumps, snaps jaw at nothing.) Hmph, I shan't miss next time. (Misses.) I'll try from the other side. (runs, leaps, misses.) Well, I'm sure they are sour anyway. There wasn't a ripe grape among them!

Aesop: It's so easy to say something is no good if you can't get it.

(Turn off overhead.)

Discussion and Questions

1. Have any of you ever acted that way?
2. How many of you have heard the term "sour grapes"?

(The Fox continued)

3. Did you realize it came from Aesop's fables?
4. Have you ever said, "Mom, can I go to a movie, please?" and Mom said, "No," and you said, "Oh, well, it probably wasn't any good anyway." That is sour grapes.
5. Have any of you ever done that or anything like it?

BOBO

Bobo: Hi, boys and girls. My name is Bobo. I am a circus clown and I have three friends with me today that I would like you to meet. Let's see who they are. (Looks to side.)

Circle: I'm Circle. I'm round and fat and I have no corners, so I can roll just like a wheel.

Triangle: Hi, I'm Triangle. I have 3 sides and 3 corners.

Square: I'm Mr. Square. I have 4 sides that are <u>all</u> alike.

Bobo: What do you suppose we can do with these shapes, boys and girls? Let's see. (Thinks.) Let's build a house. Who should go go on the bottom?

Square: Mé...

Bobo: Who is that, boys and girls? (Children answer.) Who should we put on top? (Let children answer. If they don't, let triangle answer and move to top of the house.)

Circle: I feel left out. I want to play, too. Triangle, come join me. What can we make?

Triangle: How about an ice cream cone? Circle, you get on top.

Circle: That's fun. Now, let's change places. Now what do we have? (Children can answer. If they do not respond, say, "a clown's head.")

Bobo: Now I feel left out. Look at me. Do I have a circle? Come find it. Do I have a square? Come find it. Do I have a triangle? Come find it. Thank you, boys and girls.

(Bobo continued)

Further activity

Use Hap Palmer's record "Circle, Triangle and Square." Have children take turns holding up circle, triangle, and square as song proceeds. This way they will learn the song and reinforce the shapes.

Evaluation

Children will be able to find Bobo's circles, squares and triangles and will hold up proper shape in song. Puppet evaluation sheet whould also be used.

Story Ideas

Read the situations and let volunteers use puppets to show how they would respond. Then discuss the situation and students' responses.

What would you do if...

1. You saw someone taking money out of the teacher's purse?
2. You saw someone copying during a test?
3. Someone teased you about being tall, fat, etc?
4. You did not get the bike that your parents promised you for Christmas?
5. You had a fight with your best friend?
6. Everyone in your group was being unkind to one member?
7. You were blamed and punished for something your brother did?
8. You cleaned your room as your mother told you and your friend messed it up again?
9. You are afraid in the dark and normally have a night light on in your room, but your best friend is going to spend the night and you don't want him to know you are afraid?

Let volunteers use puppets to show these problems:

How does it feel...

1. To be the smallest?
2. To be teased?
3. To be afraid?
4. To live in a foster home?

DAISY DUCK

By Jackie Schulman

Puppet: Marionette; Daisy Duck.

Purpose: To be used in the Speech Clinic

Objective: To correctly stand in front, behind, on and beside the chair, with the use of a puppet model, 5/5 CR's for each preposition.

Procedure:

1. Clinician will teach one preposition at a time.
2. Clinician will manipulate puppet to stand in front of the chair.
3. Puppet will say to client "I'm standing in front of the chair. You stand in front of the chair." Puppet will then move for client to respond.
4. Puppet will reinforce correct responses.
5. The above steps will be repeated until 5/5 CR's are achieved or 10 minutes, whichever occurs first.
6. Steps 1 through 5 will be repeated for each preposition being taught.
7. Ages 3 through 8.

See puppet, page 20.

LATERALITY

By John Hanlan

Level: Kindergarten - grade two

Objective: Client will identify verbally *right/left body parts modeled 20/20

Procedure:

1. Clinician will have client lie on the floor with her arms by her side. Clinician will use the puppet to touch various parts of the client's body.
2. As the puppet touches the body part, clinician (or puppet) will say "I am touching your_____(right or left arm, etc.). "What am I touching?"
3. Client will respond with "You are touching my _____(right or left arm, etc.).
4. Clinician will continue for 20 trials.

*Depending upon the client, only one side (right or left) will taught at one time. This procedure can be modified to have client verbally respond to many different stimuli. Puppet is used to create interest and maintain motivation.

Materials:

1 3-inch styrofoam ball for head.
5 2-inch styrofoam ball for neck and feet.
1 4-inch styrofoam ball for body.
2 baby food jar lids
2 eyes
felt, glue, gesso (to harden styrofoam).
20 1-inch or 1/2-inch styrofoam balls for legs.
1 piece of dowel for crosspiece.
small amount of salt clay.

After painting styrofoam with gesso, cut 1 2-inch ball to make 2 feet. Fill the baby food jar lid with salt clay and press half of ball onto each. These will harden and provide weight for the legs. Decorate styrofoam as you wish. Using button thread, string the 1/2-inch balls on thread and attach to body. Thread neck and head on thread and attach to the crossbar doweling. Adjust so that puppet may be controlled from about waist height.

LEONARD, THE LONELY LITTER LOVER
By Ric Packard

Age Level:	5 to adult.
Lesson Length:	10 minutes, excluding culminating activity.
Puppet Type:	Sock and Paper.
Equipment Needed:	Some type of puppet theatre...a table or some other simple improvisation could be used.
Materials Needed:	Several socks, construction paper, masking tape, felt tip markers, material scraps.
Lesson Objective:	Those involved will understand some problems resulting from careless littering. Adults will sense a responsibility for setting an example with regards to putting litter in its proper place.
Behavioral Objectives:	Students will go outside on a playground clean-up walk. The classroom will look cleaner.
Procedure and Story Setting:	Leonard, not unlike Oscar the Grouch, lives in a trash can. The main difference between the two fellows is that Leonard is not a grouch. HE'S JUST HUNGRY! His problem is that, although there is an unlimited supply of food for him, (his diet consists of such things as gum wrappers, paper cups, orange peels, peanut shells, and absolutely anything else we humans readily throw away) no one feeds him. Day after day he sits and watches his most favorite delights, such as half-eaten ice cream cones and worn out chewing gum, cropped right at his feet, and not into his can. Leonard lives in many different places. The parks, the national forests, the parking lots, the theater. He would like to tell you two stories about a little guy named Hank, who Leonard saw at a couple of the places he calls home. One is a baseball stadium, and the other is the park where the Fourth of July fireworks are being enjoyed by thousands. The main point to get across in the stories is Hank's parents' remark, "Don't worry about it, Sonny. Someone else will clean it up. Someone gets paid to do that."

Discussion Activities: Using this simple skit could lead into a discussion about the problems of living and dealing with litter. Problems that could be discussed are:

(A) unsightliness of litter.
(B) sanitation problems of litter.
(C) pride in one's surroundings.
(D) individual responsibility for one's own actions.
(E) cost to the taxpayer for cleaning up other people's messes.

Additional Activities: Students seeing the simplicity of these puppets could be encouraged to produce other simple puppets and produce short plays dealing with other community problems such as:

(A) the right to strike by public employees.
(B) taxes.
(C) law enforcement.
(D) city planning and development.

Of course, the above suggestions would best be used with older students, but many community and family relations problems could be adapted, discussed, and improvised by children or adults of all ages.

The underlying goal of this lesson is to introduce the use of puppets in presenting and discussing community problems. Leonard is just one of many ideas that could be developed and used in a classroom unit of this type.

Evaluation: The teacher will evaluate the effectiveness of this lesson by noting the room, school, and playground become noticeably cleaner. Occasional follow-up and frequent praise will aid in the success of this lesson. Leonard himself could be used for that praise and follow-up.

THE EXTINCTION OF THE EARTH

By Ric Packard

An impromptu TV talk show.....ORCA, THE KILLER WHALE!

Age Level: Fifth Grade through High School.

Lesson Length: 45 minutes.

Puppet Type: Hand, Foam Rubber.

Equipment Needed: Stage...either formal puppet theatre or improvisational.

Lesson Objective: Those involved will understand and appreciate the fragile nature of the earth and its creatures and resources.

Behavioral Objectives: Students will be able to list 5 endangered animals or natural resources, and give reasons as to why these things face extinction.

Students will write a paper telling how they can personally aid in saving our endangered species and natural resources.

Students that volunteer to will participate with ORCA in his talk show.

Procedure: The teacher will introduce the activity, and ask for students who would volunteer to participate in an impromptu, totally rehearsed "TV Talk Show." This format will call for the use of three "guests" for the grade level and interest level. The volunteers will be given a role to fill and act out. ORCA is the host and will lead the discussion.

Suggestions for topics for discussion are:

(1) dwindling supply of oil.
(2) overuse of hydro-electric power.
(3) inter-nation hunting of endangered species.
(4) the saving of some endangered species.
(5) waste of everyday products, which amounts to waste of our natural resources.
(6) development of solar power.
(7) development and use of nuclear power.
(8) establishment of wilderness areas.

Suggestions for "guests" for the show:

(1) ordinary man on the street.
(2) a logger.
(3) a miner.
(4) a rich oil tycoon.
(5) a Russian whale boat captain.
(6) an American bison.
(7) garbage man.

Use of this Lesson:

This activity involves more than a study of our environment and natural resources. It involves higher thinking skills of debate and defense of ideas and opinions. It also calls for quick thinking and instant character development. The talk show activity could be used as a preliminary activity to a wildlife, conservation, consumerism, or current events unit, or it could be done as a follow-up to that kind of unit. Whenever it is done it would be useful to conduct a great deal of discussion of the issues both before and after the presentation.

Evaluation:

Will be done by the class following the sharing of the papers that were written as part of the activity.

Dr. Health
By Karen Nielsen

Type of Puppet: One rod puppet representing a doctor. He has a black fake fur body, black and white striped arms and legs, and a styrofoam head. I particularly avoided associating him with the color red (children associate doctors with blood), and made him all black and white to lend an air of professional credibility and the feel of a uniform. The facial features are somewhat enlarged to make them relate to certain health professions.

Length of Production: Ten minutes.

Age Level: This presentation is geared towards first graders, but can be applied to all grade school classes by alterations in the script.

Purpose: To educate or reinforce good habits in proper health and hygiene. This puppet would be an excellent tool for a classroom teacher or the school nurse. It would be effective for (1) regular lessons in health and nutrition, (2) to introduce children to the various positions and branches of the health professions, (3) to reinforce "National Save Your Vision (or whatever) Week," and (4) to help alleviate the fear children have of doctors by making them more familiar to them.

I will demonstrate how to use this puppet as a:
(1) physician--sneezing spreads germs.
(2) optometrist--a doctor who takes care of your eyes.
(3) dentist--demonstrate how to brush your teeth.

Participation: The children are encouraged to:
(1) ask questions of the doctor they have written down before.
(2) assist the doctor with charts and equipment. (If possible, be allowed to become familiar with equipment--such as listening to their heartbeat through a stethoscope.)
(3) practice the demonstrations--such as how to brush your teeth correctly.